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Abstract

A survey of home economics work with low-income people in New York State lists the types of activities undertaken in 51 of the state's 55 ccunties (the other four did not respcnd). Programs reported most cften by counties were donated foods (surplus food); homemaker services programs; parent programs; and public housing tenant programs. Programs reported least frequently were food stamp programs; migrant family programs; and school programs. The use cf non-professional aides in hcmemaker services and allied activities has greatly enriched the program, providing an intimate and infcrmal ccntact with househclds facing particular problems. (Includes tables; map; survey questionnaire.) (mf)

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HOME ECONOMICS WORK WITH LOW-INCOME PEOPLE

July 1, 1961 - June 30, 1967

by

Marian M. Kira

Frank D. Alexander

Special Report No. 28

Office of Extension Studies
New York State Colleges of Agriculture and Home Economics
Statutory Colleges of the State University
at Cornell University
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PREFACE

The inventory of low-income programs and program activities which constitutes the major part of this study was undertaken in the fall of 1967 to find out what Extension Home Economics was actually doing to help disadvantaged individuals and families in New York State. Interest in this program area had been growing for several years, both at the college and in the counties, but no records had been kept of individual efforts, and reports were scattered and sketchy. Clearly the time had come for a complete report of home economics work with low-income people.

The study presents a picture of what county home economics agents were doing during the program year, July 1, 1966 - June 30, 1967, and in a more general way, what they had done since July 1, 1961. Attention is also devoted to the nonprofessional aides who have been an important resource in the conduct of a number of low-income home economics programs. Some questions are posed concerning future efforts of home economists for disadvantaged families, and effective utilization of nonprofessional aides to extend information and help to the poor. These and other questions will continue to challenge Extension home economists as they consider their role in education for the future.

The authors are indebted to the home economists who supplied the information on which the major part of the report is based. The contributions of the clerical staff of the Office of Extension Studies in assisting with the organization of data and preparation of the manuscript are also gratefully acknowledged.

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HOME ECONOMICS WORK WITH LOW-INCOME PEOPLE
JULY 1, 1961 - JUNE 30, 1967

Summary of Findings

1. All counties reporting (51 of 55) had tried at least one program for low-income people during the period covered by the survey--1961-1967. (No information was available from Franklin, Montgomery, Schuyler, and Yates counties.) A total of 285 different low-income programs were reported.
2. Programs reported by the largest number of counties were: 1) Donated Foods (43 mentions), 2) Homemaker Services Programs (37), 3) Parent Programs (36), and 4) Public Housing Tenant Programs (35 mentions).
3. Programs reported by the smallest number of counties were Food Stamp Programs (six mentions), newly introduced into the state as an alternative to the government-supported Donated Foods Program; also Migrant Family Programs (10 mentions), and School Programs (12 mentions).
4. The activities related to low-income programs which were reported most often by counties for the period 1961-1967 were distribution of supporting publications (218 programs in 47 counties) and direct teaching of adults or youth in groups (171 programs in 45 counties). Teaching professionals of other organizations was the third ranking activity reported for 89 programs in 34 counties.
5. The activity reported by the fewest counties (19) and related to the smallest number of low-income programs (50) was teaching volunteer leaders. This represents a sharp departure from the traditional Extension method of teaching.

6. Most counties reported more than one program and more than one activity per program. This explains the relatively large numbers given in 4. The number of programs reported by a single county for the period 1961-1967 ranged from one to 15, with the mean number of programs for all counties 5.6.
7. A comparison of low-income programs and program activities reported by urban and rural counties shows both similarities and variations. The greatest amount of time spent by both classes of counties was related to Homemaker Services Programs, a total of 955 days for the year 1966-67. Family Financial Management Programs were also similar in number of counties and in time spent. The sharpest contrast between urban and rural counties was in the area of Public Housing Tenant Programs, which is hardly surprising, with urban counties reporting 340 workdays and the rural group reporting 35. On the other hand, rural counties spent twice as much time as the urban group did on Parent Programs and Migrant Programs.
8. Approximate total time spent on low-income programs by Extension home economists during the year 1966-67 was 2806 days. (The figure 2884 was corrected upward by estimations for programs reported but not by assigned time reduced by 302 days reported for 4-H home economics low-income programs.) One hundred two Extension home economists spent 12 percent of their time on low-income work during the year July 1, 1966 - June 30, 1967.
9. Data collected in this survey indicate a 50 percent increase in the amount of time spent by Extension home economists on low-income work in two years since 1964-65. Also, during that same period, program activities doubled in number, and the list of cooperating agencies increased many times.
10. Data collected in this survey reflect a new dimension in

Extension Home Economics, the training and employment of indigenous women as nonprofessional aides to extend information and help to other low-income families throughout the state. Their background and unique personal qualities combine to make their contribution outstanding in home economics work with low-income people, and worthy of special comment.

Implications

1. Although 286 programs for low-income people were reported between 1961-1967, and every county participated in at least one such program, little or no information is available on the comparative effectiveness of those programs. Evaluation tools and reporting techniques must be developed and built into future programs whenever possible a) to identify and measure successes and failures so modifications can be made as required, b) to facilitate the sharing of program experience between counties, c) to provide information on which to base future programs.
2. The activity related to low-income programs which was reported most often by all counties was distribution of supporting publications, yet we know that most low-income persons are not readers. Home economists might consider spending less time on this activity and more time on others for greater effectiveness, i.e., training of volunteer leaders and employed nonprofessional aides, and use of TV, radio, and exhibits.
3. The activity least often mentioned was teaching volunteer leaders (middle-class women) to work in low-income programs. There are dozens of opportunities for contributions to be made by volunteers. A greater effort must be made to interest and involve the middle-class community in helping

to solve the problems of disadvantaged people since the problems of the poor are the problems of the whole society. A real educational effort is called for, and there is no time to lose.

4. The employed nonprofessional aide has become an important extender of information and help to low-income individuals and families. Experimentation and research must be used 1) to find ways for aides to work most effectively as teachers, 2) to help aides function as communicators of feedback to the field staff and college faculty, and 3) to assist aides to learn about and move toward career ladders offering new opportunities and satisfactions.
5. The authors feel that more emphasis should be placed on educational programs for disadvantaged people for the next five to 10 years at least. This emphasis would be entirely compatible with the redefined focus of the college, and the concern of Extension Home Economics for the problems of the disadvantaged, as stated in Extension Home Economics Focus, published by Home Economics Sub-Committee and ECOP, National Association of State Universities and Land Grant Colleges in 1968. Twleve percent of time spent by Extension Home Economists on work with the disadvantaged seems woefully inadequate. Even 20 percent, one day a week or the equivalent, might well be a minimum effort considering the overwhelming social problems we face.

HOME ECONOMICS WORK WITH LOW-INCOME PEOPLE
JULY 1, 1961 - JUNE 30, 1967

Introduction

The Situation

The 1960's were a period of growing social awareness, of increasing sensitivity to social problems, a time for developing a social conscience in middle-class America. Michael Harrington's discovery of "The Other America" in 1962 catapulted the fact of poverty into headlines reaching from coast to coast, and the conditions of poverty into a national issue of major proportions. Poverty in this country, its nature, history, causes, and possible cure are still problems of undiminished importance and national concern in 1969.

Poverty, the national concern, is the sum of all local poverty and its related problems. In this state, as in others, requests for help have come with increasing frequency to Extension home economists since the Surplus Food Program was launched in January, 1961. By the end of the first year, 35 county programs were operating in this state, over 145,000 leaflets on the use of surplus foods had been distributed to recipient families, and numerous lecture-demonstrations had been given to professionals working with needy families. Other poverty programs soon followed.

The 1960's have been years of challenge and change for Cooperative Extension, the public service arm of the New York State College of Home Economics. Although Cooperative Extension currently as in the past has concerned itself with educational programs for a number of different audiences, this report will be limited to its programs for the disadvantaged and the poverty-stricken, who may be found in rural and urban areas throughout

the state.

Task Force and Policy Statement

Early in 1966, the Director of Cooperative Extension in New York State named a Task Force to consider what contributions home economics could make to disadvantaged families in this state. After a period of study and discussion, a statement was released which provided the supporting policy of the College for programs such as those reported in the following pages (except the Surplus Food Program, which predated the Task Force by five years). The Task Force's statement began:

> Cooperative Extension is actively seeking ways to reach more of the disadvantaged than it has served in the past. In the College of Home Economics a Task Force has developed the following statement to guide the total Cooperative Extension staff in designing and carrying out educational programs for economically or culturally disadvantaged persons and families. It is hoped that these guides will help the Home Economics staff in Cooperative Extension work together to meet this common goal.
>
> . . . Historically, Cooperative Extension's educational thrust has been disciplined by the needs of society and the knowledge available to assist in the solution of problems.
>
> . . . Years of successful experience in work with large numbers of New York youth and adults form a valuable base from which to design new program efforts for those who have had fewer advantages than many of Cooperative Extension's audiences.

The specifics of the policy statement were as follows:

> Cooperative Extension programs, drawing upon home economics resources, will aim to improve the physical, social and economic well-being of youth and adults. Programs will encourage the participation of young people and adults in the exciting adventure of discovering, using and developing resources for reaching their existing and expanding expectations. Cooperative Extension will implement such programs:
>
> 1) by providing educational resources to public and non-discriminating private agencies and organizations,

2) through cooperative action programs with public and non-discriminating private agencies and organizations, and

3) through Extension-sponsored activities with disadvantaged youth and adults.

County personnel are encouraged to develop and implement exploratory programs aimed at the solution of specific problems in collaboration with appropriate members of the Extension faculty.

Inventory of Programs for Low-Income People

In the fall of 1967, a survey was undertaken to determine the nature and extent of the involvement of Extension Home Economics in programs for low-income families and individuals in the state. The survey, planned and carried out by Home Economics Extension Administration in collaboration with the Office of Extension Studies, was designed to obtain an inventory of all low-income programs for the period July, 1961 through June, 1967 in which Extension home economists had participated, information about this participation, and a list of local cooperating agencies and organizations. Accordingly, a questionnaire was prepared and addressed to the Home Economics Division leader in each county; questionnaires were sent out and returned by mail.[1]

Complete and accurate answers to all questions were often difficult or impossible to report since few division leaders had held that position in a county for the entire period, July, 1961 to June, 1967. With limited personal knowledge of a county situation, the home economist naturally turned to county records

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[1]See Appendix A for a copy of the questionnaire.

and local resource persons for information, with varying degrees of success. There may have been some misunderstanding of the information wanted in this first attempt to collect data encompassing a six-year span of time, and other unexplained errors and omissions in reporting undoubtedly occurred. No data were available from four of the 55 counties contacted (Franklin, Montgomery, Schuyler, and Yates), and none was requested from the New York City Office of Food Marketing and Consumer Education. For these reasons no claim is made for a high level of validity of the data. Yet some of the findings are indeed thought-provoking, maybe suggestive of possible trends. They indicate that low-income work is an important part of the whole Extension effort in this state, and that low-income work is on the increase.

With few exceptions, because of the limited number of counties and the small base numbers involved, data are presented in absolute numbers throughout the report.

The last section of the report deals with the nonprofessional aides who have worked in various low-income programs with which Extension home economists have been associated. The data for this section were obtained from both the inventory survey and three evaluation studies of home economics low-income programs conducted by the Office of Extension Studies.

County Participation in Low-Income Programs: July 1, 1961 - June 30, 1967

Low-Income Programs by Counties

Table 1 lists the 51 counties represented in the survey of low-income programs in which Extension home economists participated during the six-year period beginning July 1, 1961 and ending June 30, 1967. Every county reported participation in at least one program during that period, with a total of 285

programs reported by the 51 counties. Programs reported most often by counties were Donated Foods (43), Homemaker Services Programs (37), Parent Programs (36), and Public Housing Tenant Programs (35 mentions).

Programs reported by the fewest counties were Food Stamp Programs (6), Migrant Family Programs (10), and School Programs (12 mentions). The Food Stamp Program was still in its infancy at the time of the survey, having been introduced in Erie County in the fall of 1966 as an alternative to the government-supported Donated Foods distribution program for low-income and needy families. By June, 1967, few areas in the state had yet been certified for participation in the program.

Other programs reported by counties for the period 1961-1967 were Family Financial Management Programs, usually taught to special interest groups or other professionals, and miscellaneous local programs sponsored by a variety of public and private agencies such as churches, neighborhood organizations, Community Action Agencies, Salvation Army, Senior Citizens, YWCA, Departments of Public Health, Departments of Social Services, and the like. These miscellaneous local programs, best described as occasional or short-term group meetings, have been combined under the designation <u>other</u> in certain of the following tables.

The number of programs reported by a single county ranged from one (four counties) to 15 (one county only) for the six-year period covered by the survey. Seven counties reported 10 or more programs, and the mean number of programs for all counties was 5.6.

Low-Income Program Activities

Table 2 shows individual county participation in low-income programs expressed in terms of activities performed.

Table 1

Low-Income Programs Conducted by County Home Economics Divisions: July 1, 1961 - June 30, 1967[a]

County	Donated Foods	Food Stamps	Family Fin. Management	Homemaker Services	Migrant Family Programs	Parent Programs	Public Housing Tenant Programs	School Programs	Church Programs	Neighborhood Groups	Salvation Army, YWCA, Sr. Citizens	EOA - CAP Job Corps	Dept. Social Services Public Health	No. of programs reported 1961-1967
Albany[b]	x		x	2x		x	x		x	x				8
Allegany	x			x										2
Broome[b]	x			x		x	x	x		x		x		7
Cattaraugus	x	x	x	x		x						x	x	7
Cayuga	x		x	x									x	4
Chautauqua				x									x	2
Chemung	x		x	2x		x	2x	x	x	x	x	x		12
Chenango										x				1
Clinton	x	x	x	x		x	x							6
Columbia	x			x		x			x	x			x	6
Cortland	x					x								2
Delaware									x	x				2
Dutchess			x	x		x	2x			x			x	7
Erie[b]	x	x	x	x	x	x	3x	x	x	x	x	x	x	15
Essex	x			2x		x								4
Fulton	x		x	x		x				x	x			6
Genesee	x			x	x	x								4
Greene	x					x		x						3
Herkimer[b]	x						2x				x			4
Jefferson	x					x					x	x		4
Lewis	x											x		2
Livingston	x													1
Madison[b]	x		x			x			x					4
Monroe[b]	x		x	x	x	x	2x	x	x	x		x	x	12
Nassau[b]	x		x	x		x	3x	2x	x	x	x	x		13
Niagara[b]	x		x	x	x	x	x	x	x		x	x		10
Oneida[b]	x		x	x		x	2x		x	x	x	x		10
Onondaga[b]	x		x	x		x	2x		x	x				8
Ontario	x				x	x								3
Orange			x	x	x	x	x		x	x	x			8

Orleans	x			x	x	x			x	x		x		7
Oswego[b]	x					x	x						x	4
Otsego				x										1
Rensselaer[b]	x		x				x		x	x				5
Rockland[b]			x	2x								x		4
St. Lawrence	x	x	x	x		x		x	x	x			x	9
Saratoga[b]	x		x	2x		x		x	x	x	x			9
Schenectady[b]	x		x	x		x	2x						x	7
Schoharie	x		x			x	3x					x		7
Seneca	x													1
Steuben	x					x				x		x		4
Suffolk[b]	x			x	x	x				x				5
Sullivan			x			x								2
Tioga	x					x								2
Tompkins	x					x							x	3
Ulster	x	x	x	x	x	x				x	x			8
Warren	x		x	x			3x	x				x		8
Washington	x			x									x	3
Wayne	x			x	x	x			x				x	6
Westchester[b]	x		x	x		x	2x	x		x	x	x		10
Wyoming	x	x	x											3
Total	43	6	26	37	10	36	35	12	17	22	12	16	13	285

[a]See Appendix B for a map of New York State showing counties.

[b]Urban county--Those 17 counties in the state designated as Standard Metropolitan Statistical Areas in The New York State Statistical Yearbook--1967. Counties not classified as urban are considered rural. (See Appendix C for definition of Standard Metropolitan Statistical Areas.)

Table 2

Low-Income Program Activities of County Home Economics Divisions: July 1, 1961 - June 30, 1967

County	Taught professionals	Taught nonprofessionals	Taught volunteer lay leaders	Taught youth and adult groups	Distributed supporting publications	Served on advisory committees
Albany[a]	1	3	4	6	8	3
Allegany		1			1	1
Broome[a]	1	2	1	4	1	
Cattaraugus	1	2		2	6	1
Cayuga	1	2		2	4	
Chautauqua				1		1
Chemung	12	9	3	9	13	8
Chenango				1		
Clinton	2	6	6	5	6	2
Columbia	1			1	3	1
Cortland				1	2	1
Delaware				2	2	
Dutchess	1	3		6	7	
Erie[a]	8	11	5	12	12	5
Essex		1		2	4	
Fulton	5	1	1	4	5	2
Genesee		1			2	3
Greene				3	2	
Herkimer[a]				4	3	
Jefferson				2	3	1
Lewis				1	1	1
Livingston	1				1	
Madison[a]				3	4	
Monroe[a]	5	4	3	8	11	3
Nassau[a]	6	4	4	11	12	3
Niagara[a]	8			7	2	1
Oneida[a]	5			6	7	1
Onondaga[a]	2	1		7	8	
Ontario				2	2	2
Orange	2	2	1	6	8	

County	Taught professionals	Taught nonprofessionals	Taught volunteer lay leaders	Taught youth and adult groups	Distributed supporting publications	Served on advisory committees
Orleans	3	2		4	7	3
Oswego[a]				3	4	
Otsego		1				
Rensselaer[a]	1		2	2		1
Rockland[a]	3	2	1	2	3	2
St. Lawrence	1	3	2	5	5	1
Saratoga[a]	1	2	4	4	7	2
Schenectady[a]	2		4	5	6	1
Schoharie	1	1		1	5	1
Seneca	1			1	1	
Steuben	1			2	3	1
Suffolk[a]	1	2		4	4	
Sullivan	2		1	1	1	
Tioga	1			1	2	1
Tompkins	1			3	2	1
Ulster			2	5	5	2
Warren	2	4		1	6	2
Washington	1	1	2		3	
Wayne	1		1	2	2	3
Westchester[a]	4	6	3	7	9	4
Wyoming					3	

[a]Urban county--Those 17 counties in the state designated as Standard Metropolitan Statistical Areas in The New York State Statistical Yearbook--1967. (See Appendix C for definition of Standard Metropolitan Statistical Area.)

Activities relating to low-income programs reported by Extension home economists were: teaching other professionals, teaching employed nonprofessionals, teaching volunteer lay leaders, teaching adult and youth groups directly, distributing supporting publications, and serving on advisory boards or committees.

Summary of Low-Income Program Activities

Table 3 is a condensed version of the data recorded in Table 2 in county-by-county detail. Here the focus is on program activities as indicators of the statewide low-income program picture during the period 1961-1967. Each program activity is reported in terms of the number of counties reporting that activity and the number of programs to which it was related both in absolute numbers and in mean averages. These averages were calculated for three groups of counties in the state as follows: all counties, urban counties,[1] and rural counties.

The activity reported most often was distributing supporting publications for low-income programs, with 47 counties reporting this activity in connection with 218 programs. The activity in second place for frequency was direct teaching of youth and adult groups with 45 counties reporting it in connection with 171 programs. Teaching other professionals ranked third, involving 89 programs in 34 counties. Teaching volunteer leaders was a somewhat unusual activity in low-income work, a sharp departure from the traditional Extension procedure. Teaching nonprofessionals and serving on advisory committees were activites done with moderate frequency according to reports of counties. These data suggest that the employed nonprofessional (aide) may well fill a role in low-income work

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[1] Urban counties here and elsewhere in this report refer to those 17 counties in the state designated as Standard Metropolitan Statistical Areas in The New York Statistical Yearbook--1967. Counties not classified as urban are considered rural. (See Appendix C.)

Table 3

Summary of Activities Related to Low-Income Programs Conducted by Home Economics Divisions: 1961-1967

Activities related to low-income programs reported 1961-1967	Number of counties reporting activity			Number of programs for which activity was performed			Mean number of programs per activity		
	Counties			Counties			Counties		
	All (N=51)	Urban (N=17)	Rural (N=34)	All	Urban	Rural	All	Urban	Rural
Taught professionals	34	14	20	89	48	41	2.6	3.4	2.0
Taught nonprofessionals	26	10	16	77	37	40	3.0	3.7	2.5
Taught volunteer leaders	19	10	9	50	31	19	2.6	3.1	2.1
Taught adult/youth groups	45	17	28	171	95	76	3.8	5.6	2.7
Distributed supporting publications	47	16	31	218	101	117	4.6	6.3	3.8
Served on advisory committees	32	11	21	65	26	39	2.0	2.4	1.9
All activities	203	78	125	670	338	332	3.3	4.3	2.7

similar to the one accepted by the middle-class volunteer leader in traditional Extension programs since special arrangements allow her to capitalize on her abilities and improve her financial situation at the same time.[1]

More rural counties reported activities than urban counties except in the case of teaching volunteer leaders. This is reasonable since there are twice as many rural as urban counties, but urban counties would be the more likely place to find a supply of volunteers to serve. Urban counties consistently reported more programs per specific activity than rural counties. The mean number of programs per activity for urban counties as a group was 4.3, and for rural counties, the mean was 2.7.

Specific Low-Income Programs and Related Activities for New York State as a Whole

Table 4 combines data from Tables 1 and 2 into a state picture of low-income programs together with their related activities, as reported by 51 counties for the period July 1, 1961 to June, 1967. Programs claiming the largest number of activities were the Public Housing Tenant group with a mean average of 3.0 activities per program. Parent Programs claimed only slightly less with a mean of 2.8. School Programs followed with a mean of 2.6, and the program with least activities was the Migrant Family Program with a mean of 1.7.

A comparison of the activities performed by urban counties and rural counties for a given program shows a reasonable consistency with the greatest contrast appearing in Food Stamp Programs with a high of 4.0 activities reported in urban counties and a low of 1.4 in rural counties. This finding is of doubtful significance since the total number of Food Stamp Programs

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[1]See section, Nonprofessional Aides, a Natural Resource, page 25.

Table 4

Activities Performed According to Low-Income Programs: July 1, 1961 - June 30, 1967

Programs for low-income people: 1961-1967	No. of counties participating 1961-1967	Number of counties reporting activities: 1961-1967						Mean number of activities per program: 1961-1967[a]		
		Taught professionals	Taught non-professionals	Taught volunteer lay leaders	Taught youth and adult groups	Distributed supporting publications	Served on advisory committees	Counties: All	Urban	Rural
Donated Foods	43	21	12	9	22	40	3	2.5	3.3	2.0
Food Stamp Program	6	1	3	1	3	2	1	1.8	4.0	1.4
Family Financial Management	26	10	6	6	17	24	2	2.5	2.8	2.2
Homemaker Services Programs										
Teaching Homemaker	21	8	15	4	2	15	6	2.2[b]	2.0	2.3
Other Homemaker	16	2	9	--	4	9	6			
Migrant Family Programs	10	1	--	1	5	4	4	1.7	1.7	1.7
Parent Programs	36	16	8	4	30	29	13	2.8	3.0	2.6
Public Housing Tenant Programs										
Housekeeping, storage	10	4	3	--	6	8	3	3.0	2.9	3.2
H.E.-Consumer Education	19	3	6	3	16	16	3			
4-H H.E., General	6	2	2	3	3	6	1			
School Programs										
Adult Basic Education	5	3	1	--	3	4	2	2.6[b]	2.7	2.5
4-H H.E., General	7	2	2	5	3	5	--			
Other[b]	38	16	10	14	57	56	21	2.1	2.3	2.0
All programs	51	89	77	50	171	218	65	2.4	2.6	2.2

[a]These mean numbers are based on the number of different programs in each category rather than a total of the components listed under each.

[b]Other includes all groups sponsored by local agencies, public and private, such as churches, neighborhood agencies, CAP agencies, Salvation Army, Senior Citizens, YWCA, Department of Public Health, Department of Social Services, etc. (See Appendix D for Partial List of Agencies Cooperating on Low-Income Programs.)

reported by all counties was only six (one urban and five rural). All other program activities ranged from a mean of 3.3 performed by urban counties in connection with Donated Foods Programs to a mean of 1.7 activities performed by both groups of counties in Migrant Family Programs. The mean numbers of activities per program performed by urban counties as a group and rural counties as a group were very comparable in Migrant Family Programs (the same), School Programs, Other Programs, Homemaker Services Programs, Public Housing Tenant Programs and Parent Programs.

In general, all counties reported a range of 1.7 to 3.0 activities per program during the period 1961 - 1967. Also, in general, all program activities as reported by all counties were related to a range of 2.0 to 4.6 programs during the same period.

Low-Income Programs for Two Periods: 1961-1967 and 1966-1967

Classes of counties involved. Tables 3, 4, 5 and 6 present data about specific low-income programs and program activities with county participation shown for the following three groups: all counties, urban counties, and rural counties. In comparing data reported by urban and rural counties, two facts should be kept in mind:

1) Urban counties number 17 and rural counties are double that number, 34.
2) The number of Extension home economists employed by the two groups was almost identical: 52 home economists (or equivalent) employed in urban counties and 50 (or equivalent) employed in rural counties during the program year 1966-1967.

In the group of 34 rural counties, 15 operated their Home Economics Division with a single professional home economist while the other 19 counties employed two or three. In the urban group, only two counties employed a single home economist.

Table 5

Number of Counties According to Participation in Low-Income Programs During Two Periods of Time

Low-income programs reported by 51 counties	July 1, 1961 - June 30, 1967 Program participation Counties			July 1, 1966 - June 30, 1967 Program participation Counties			July 1, 1966 - June 30, 1967 Workdays reported Counties		
	All (N=51)	Urban (N=17)	Rural (N=34)	All (N=50)	Urban (N=17)	Rural (N=33)	All	Urban	Rural
Donated Foods Programs	43	16	27	29	11	18	218	122	96
Food Stamp Programs	6	1	5	5	1	4	38	15	23
Family Financial Management	26	13	13	18	9	9	156	82	74
Homemaker Services Programs	32	13	19	23	11	12	955	462	493
Migrant Family Programs	10	4	6	7	4	3	34	10	24
Parent Programs	36	14	22	33	14	19	411	139	272
Public Housing Tenant Programs	19	13	6	14	10	4	375	340	35
School Programs	11	7	4	10	7	3	81	72	9
Other[a]	38	17	21	28	14	14	616	422	194
All Programs	51	17	34	50	17	33	2884	1664	1220

[a] Other includes all groups sponsored by local agencies, public and private, such as churches, neighborhood agencies, CAP agencies, Salvation Army, Senior Citizens, YWCA, Department of Public Health, Department of Social Services, etc.

Two counties employed a staff of six, and the other 13 ranged between. In view of such variations in staffing, comparisons between individual county programs are of limited use. However, one might reasonably explore composite programs of each group of counties with the expectation of finding them comparable in some respects, although program emphasis might well vary because of other situational factors.

County participation: 1961-1967. Data presented in Table 5 indicate that county participation in low-income programs during the period 1961-1967 followed a predictable pattern. Fewer urban than rural counties participated in most programs since there were fewer of them to participate. The two groups were equal in one instance, and urban counties led the rural group in two expected categories, Public Housing Tenant Programs and School Programs.

County participation and time input of staff: 1966-1967. Program participation during the year 1966-67 followed a similar pattern except in the case of Migrant Family Programs where, surprisingly, the number of urban counties involved exceeded the number of rural counties by one. However, the number of workdays reported by rural counties on Migrant Family Programs was considerably higher, 24 workdays compared with 10.

Table 6 gives a detailed account of the workdays reported by the two groups of counties for participation in low-income programs in 1966-1967. Table 6 shows interesting similarities and differences. The greatest amount of time spent by both urban and rural counties was related to Homemaker Services Programs in which employed aides were recruited and trained to work with other needy families in their communities. The two groups spent a comparable amount of time on those programs, with a comparable number of counties involved: 11 urban counties reported 462 workdays and 12 rural counties reported 493 workdays. The

Table 6

County Participation in Low-Income Programs and Time Input of Staffs: 1966-67

Low-income programs reported	Number of counties reporting		Workdays reported Counties		Mean number of workdays Counties		
	Urban (N=17)	Rural (N=33)	Urban	Rural	Urban	Rural	All
Donated Foods Programs	11	18	122	96	11.1	5.3	7.5
Food Stamp Programs	1	4	15	23	15.0	5.75	7.6
Family Financial Management	9	9	82	74	9.1	8.2	8.7
Homemaker Services Programs	11	12	462	494	41.9	41.1	41.5
Migrant Family Programs	4	3	10	24	2.5	8.0	4.9
Parent Programs	14	19	139	272	9.9	14.3	12.5
Public Housing Tenant Programs	10	4	340	34	34.0	8.5	26.7
School Programs	7	3	72	9	10.1	3.0	8.0
Other[a]	14	14	422	194	30.1	13.7	21.9
				1220		14.2	
All Programs	81	86	1664	1220	20.5	14.2	17.2

[a]Other includes all groups sponsored by local agencies, public and private, such as churches, neighborhood agencies, CAP agencies, Salvation Army, Senior Citizens, YWCA, Department of Public Health, Department of Social Services, etc.

total workdays spent by all counties was 955. Family Financial Management Programs reported by the two groups were also similar in number of counties and in time spent. Nine counties in each group reported programs with 74 to 82 workdays spent. The sharpest contrast between urban and rural program efforts was in the area of Public Housing Tenant Programs. Ten urban counties reported a total of 340 workdays while 35 workdays were spent in four rural counties.

Public Housing Tenant Programs were second in importance in urban counties, with Parent Programs holding that position in rural counties. In rural counties almost twice as much time was spent on Parent Programs and Migrant Family Programs as was spent in urban counties. Donated Foods Programs were reported by more rural than urban counties, but more time was spent on them in urban counties than in rural. Food Stamp Programs were more consistent; they were reported by more rural counties and more time was spent on them in rural counties than in urban.

The least important program category, in terms of time spent, for rural counties was School Programs; for urban counties, it was Migrant Family Programs. The miscellaneous category <u>other</u> was twice as important in urban counties as in rural. Undoubtedly one reason is that urban communities would be expected to have a greater number of agencies to sponsor these miscellaneous programs.

Urban counties, as a group, reported more time spent on all low-income programs than did rural counties. Contributing factors were: 1) more home economists employed in urban counties, and 2) the fact that the majority of urban counties had larger staffs than rural counties which enabled them to concentrate more time and effort on low-income programs and proportionately less time on other programs and administration.

Workdays reported by counties for each low-income program

during the year 1966-67 provided the basic information from which calculations were made to discover what percentage of time was spent by Extension home economists on low-income work during that year. A total of 2884 workdays were spent on the 193 low-income programs reported. But 15 additional low-income programs were reported without any allowance for time. If the figure 2884 is adjusted to include estimates for these 15 programs, a total of 3108 workdays results. If 302 workdays devoted to 4-H home economics low-income programs are deducted,[1] a total of 2806 results which is the number of workdays spent by 102 home economists on strictly home economics low-income work during fiscal year 1966-67. On the basis of 232 workdays per year per woman, the percentage of time spent on low-income work was 12 percent.

Table 6 presents information about the mean number of workdays per program spent by urban, rural and all counties on low-income programs. The highest mean for all counties on a single program was 41.5 days spent on Homemaker Services Programs. Urban counties reported a mean of 41.9 workdays and rural counties a mean of 41.1. Urban counties also spent considerable time on Public Housing Tenant Programs, with a mean of 34.0 workdays. Programs of secondary importance to rural counties were Parent Programs and <u>other</u> which claimed only a fraction of the time spent on Homemaker Services Programs, 14.3 and 13.7 workdays respectively. The mean number of workdays spent by rural counties is lower than urban for all programs except Migrant Family Programs and Parent Programs.

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[1] See Appendix E for a brief treatment of 4-H Home Economics Programs for Disadvantaged Youth: 1966-67.

Input Data Compared to 1964-65 Data

A study of the input of all Cooperative Extension specialists and agents (Agriculture, Home Economics, and 4-H) on low-income work for the period of a year was done by the Office of Extension Studies in 1965.[1]

In this study it was found that extension home economists spent 8.1 percent of their time on low-income work during that year.

Specific types of home economics low-income activities arranged in the order of their importance at that time were: 1) working with professionals serving low-income people, 2) receiving orientation and/or training associated with OEO, and 3) teaching low-income groups. The professionals serving low-income people were listed as:

welfare and social agency workers
public health people
recreational workers
school teachers
planning technicians
camp personnel
Economic Opportunity workers
public school personnel, etc.

A comparison of the two studies indicates that much had changed during the two-year interval between the two studies, namely: 1) time spent on low-income work increased from 8.1 percent to 12 percent; 2) low-income activities and programs more than doubled -- see Tables 1, 2, and 4; and 3) cooperating agencies multiplied many times.

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[1]Alexander, Frank D. Input on Low-Income Work of the New York State Extension Staff, Specialists and Agents, Extension Study No. 10, January, 1966, pp. 73.

Nonprofessional Aides, a Natural Resource

The Extension Aide (Family Service Aide or Teaching Homemaker, as she is also called) has contributed in countless ways to the success of poverty programs in this state, notably donated foods programs, homemaker service-type programs, and parent programs. Over the period July 1961 - June, 1967, home economists in 26 counties reported teaching nonprofessional aides who were employed to work in a total of 77 programs.

An Extension Aide is an indigenous person from a low-income neighborhood who is recruited and trained in basic home economics subject matter, then employed to share what she has learned with other needy families in her community. She usually operates on a person-to-person basis, particularly in the early stages of the relationship, although most programs aim to encourage homemakers to meet and participate in small groups as soon as possible. Experience has shown that aides, working closely with a family for a time, can impart knowledge and skills which help to bridge the gap between the family's needs and an inadequate income. Thus, by providing a measure of experience and hope, they encourage families to help themselves.

During the years covered by this survey, OEO or local Community Action Program personnel recruited the majority of aides with whom Extension home economists worked. Departments of Social Services (welfare) and Departments of Public Health were frequently consulted, and professionals from these and related agencies actually did some recruiting also. Aide qualifications were limited almost entirely to interest in employment and financial need, and aide selection was largely a matter of expediency and intuition with the basic training course serving as a screening device of sorts.

Basic training ranged from a minimum of 20 four-hour workshop sessions, scheduled daily for a month, to twice that number.[1] Basic training has proven to be a worthwhile experience serving several functions. It has provided the aide with facts and tools to use in teaching other homemakers, it has given her a period of time for adjusting to the idea and the routine of employment, and also reinforced her own self-confidence by capitalizing on basic homemaking principles and techniques she knows from experience and accepts as "just plain common sense."

In-service reporting and study sessions were continued for the life of each program with content dictated by the interests and needs of each aide group and the objectives of the program.

The second author made detailed evaluation studies of three teaching aide programs[2] in New York state which offer information about program content, lessons taught by aides, effectiveness of aides' work, characteristics of aides, characteristics of participating homemakers, factors contributing to the success of programs, problem areas and suggestions for improvement.[3]

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[1] See Appendix F, Suggested Basic Training Program for Aides--a Possible Model.

[2] Alexander, Frank D., Evaluation of Family Service Program of Home Economics Division of Cooperative Extension, Clinton County, New York, Extension Study No. 15, September, 1967, pp. 143.

Alexander, Frank D., Evaluation of Selected Aspects of the Homemaking Service Program in the City of Rochester, New York, Extension Study No. 16, October, 1968, pp. 161.

Alexander, Frank D., Evaluation of Family Service Program of Home Economics Division of Cooperative Extension, Essex County, New York, Extension Study No. 19, November, 1968, pp. 147.

[3] See Appendix G for selected implications from evaluation of three teaching homemaker programs.

An unexpected dividend from these evaluation studies was a publication, The War on Poverty: Twenty-Four Skirmishes, prepared by the second author with the help of his staff.[1] It is a collection of personal experiences with disadvantaged families recounted by nonprofessional (teaching) aides as part of the reporting procedure related to their work. The twenty-four accounts present a series of vivid word-pictures of families in poverty, in the city and in the country: the magnitude of their need, the multiplicity of their problems, their misery and despair, and their flashes of humor, strength, and nobility of character. These are the actual situations with which aides deal in their work and the unique personal characteristics they bring to the job are the special ingredients which mean hope and the chance of a better future for the families they reach.

Several notable characteristics of aides have been selected for special comment in the following paragraphs. Illustrations of these characteristics have been taken directly from The War on Poverty: Twenty-Four Skirmishes; quotations are the aides' own words, edited only to assure the meaning.

First of all, aides care. Their kindness, compassion, and dedication are clearly evident in the examples below:

from account entitled: Support for a Discouraged Mother

> . . . her and her husband are separated. And she's got her family and there's just, well, no encouragement of any kind and this is one reason why I took her and I knew she needed it too because she was--well, nobody to go out to help her and she was discouraged and let down and I figured, well, this would be something to give her something to look forward to. . .

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[1] Alexander, Frank D., Kay Shipman and Martha Cheney. The War on Poverty: Twenty-Four Skirmishes, Special Report No. 15, July, 1968, pp. 70.

from account entitled: Distracted Mother with Son Wounded in Vietnam

> I'm trying to get across to her. I don't know whether I'll ever really get across to her, but other people have had troubles with their sons, which I've told her, and I have a son overseas myself and I think maybe I can help her that way. . . so I've been trying to reason with her.

from account entitled: Unfit Mother Not Ready for Best Housing

> . . . the place was so bad and the children are malnutrition children. Their little legs are knotty, their little knees and their stomachs are bloated and they're just skeletons with skin over their bodies and when I saw them, really, I almost threw up. It was an awful sight for me to see for the first time, but they're such loving little fellows. They run right up to you and hug you, you know, and I would bring them suckers and whatnot on my visits . . . and I adjusted myself to it--to what I saw.

from account entitled: Dogs, Dirt, and Depression

> So I had to take her and I'd heard so much about her that I was disheartened when they called me and told me I had to take over her chart and be her homemaker. I told them I would not do it and then I changed my mind and said, "Well, I have to see for myself."

from account entitled: A Blind Mother Receives A Lift

> So she's a remarkable lady--she comes along well. Sometimes I don't understand how a blind young lady can be like this and some of these other ones just don't want to do for themselves . . . I check on her and see her quite often. Because just yesterday . . . I washed off the stove because she can't see when the stove is dirty . . . and I don't mind . . . it isn't my job, but I get a good satisfaction out of doing it.

Aides are practical people. Experience has taught them the capability and resourcefulness which are needed for dealing with the business of living in a straightforward, commonsense way.

from account entitled: Thoughtful Homemaker with Dying Husband Copes with Poverty

> She loves to cook and we've been trading recipes . . . She gets surplus food from the Welfare Department and a

lot of times, we found out that the flour was too coarse for bread, so we've been mixing it with Gold Medal or different kinds of flour and it makes a smoother bread. Otherwise, it's too coarse for bread and with our donuts the same way, they were getting heavy.

from account entitled: Impossible Housing, Possible Budgeting

So I made out a budget and the budget that I made was very fantastic--I knew myself that she really had to really be determined to get out of debt in order to do this and she did. She followed the budget right to the minute and she wrote me a letter about it to tell me how well it had helped her and how they are able now to get little things that they couldn't get before.

from account entitled: Living in Filth

The first time I went there in order to make out a pretest, we swept the kitchen table off--it was covered with live maggots and the garbage. We used a broom. We swept it off and I convinced her that she could use all the burners on her stove if she'd just take the garbage off, so now she has four burners to cook on.

from account entitled: Unfit Mother Not Ready for Best Housing

And I took one of the Christian women from the United Christian Women's Organization with me . . . and through her I was able to clothe all of the children by her getting clothing from the people in her church and so forth. Mrs. Q. is a tall lady and she has a wooden leg which was very rusted out and quite awkward for her to walk on, but through the hospital and a social worker at the Center, she was able to get a new leg.

I had made out the meal planning menus according to the money that I know that poor folks have and I picked out the most nourishing pots . . . things of this kind that I know that my people love to eat and that their money will be able to reach also, rather than to have them to write out a meal budget . . . of foods that they're not used to eating and would be completely unwanted by them . . . So I was willing to work with her in showing her how to make her surplus foods tasty for the children.

Aides are tolerant, accepting the people and situations they find with a remarkable mixture of candor and good humor.

from account entitled: Thoughtful Homemaker with Dying Husband Copes with Poverty

Her mother is old and very, very difficult to live with at times. Years ago her mother used to like to drink quite a bit. Of course they don't have any money. They can't get her anything, so that's all she hollers for all

the time. She's an old Indian and they can't give it to her too much because she just goes off the beam, but she's a lovely old lady.

from account entitled: Distracted Mother with Son Wounded in Vietnam

She is not much of a housekeeper. She even admits it. She doesn't like housework. Well, a lot of people don't like housework, that's nothing against her, but otherwise she is trying.

from account entitled: Classes Motivate Mentally Ill Mother

Now Mrs. G. has some mental problems. She is very vague and she'll walk around in her slip. The house is practically a disaster area and her youngest married daughter lives with her. She has five children and this daughter tries to keep the house on an even keel, but it's practically impossible.

from account entitled: A Poor Reader Learns Better Homemaking

Well, Mrs. J. had, I would say, very little schooling. She finds it very difficult to read and even more difficult to write, but she doesn't seem to have any trouble learning. Once you teach her something, she can tell you all about it the next time you go there . . . Any papers that you give her you have to read them over very carefully and see that she gets the gist of it and then she's all set.

Occasionally aides are critical and impatient, very human qualities undoubtedly resulting from fatigue and frustrations. The wonder is that they appear so seldom.

from account entitled: An Irresponsible Mother

My husband is resenting me going all the time. He says, "After all, you've got to say 'No' once in awhile." But I feel it's the children I'm helping, it's not her, but she . . . my husband has the idea that the more I do for her, the less she's going to do for herself.

from account entitled: Garbage on the Floor

I was ironing, you know, because she don't wash, she don't iron. Then I was ironing some clothes to send the kids because I'm not the same like her because she's Puerto Rican, you see . . .

She got a lot of room but she, I don't know if she's lazy or what happened to her. And then one time I told the coordinator I'm gonna quit because I don't see no progress with her.

from account entitled: Unfit Mother Not Ready for Best Housing

> . . . she is a very hard person to work with. She loves all you can give her, but she don't want nothing that you tell her to do for herself. This she does not want. But she wants all that you can bring her. This she does want. And I brought her a limit and I stopped at that when I saw that all she was interested in was what she could take in.

from account entitled: Religion and Roaches

> She is a very religious person and she believes solely in leaving things in God's hands, even her children, to go where she wants to go . . . and this I have talked to her about and told her not to do.

Robert Reiff and Frank Riessman have written in considerable detail about the employment of nonprofessional aides in the service professions. They stress the fact that aides enjoy a degree of freedom in the roles they play which cannot and should not be approximated by the professional person. Aides can share the interest, enthusiasms, and even the prejudices of families with whom they work. They are also free to take an active, even partisan, role in teaching-service relationships, demonstrating and directing in ways which would be altogether unthinkable for a professional. Such things are possible because there are no set rules governing the way aides must act.

> . . . The 'style' of the nonprofessional is significantly related to his effectiveness, because it matches the client's (family's). He belongs. Social position, know-how, and style are characteristics which enable the indigenous nonprofessional to do an effective job with the low-income client (family) . . .[1]

The nonprofessional aide is, indeed, a natural resource for Extension Home Economics. She has become a vital link between the Extension home economist and disadvantaged families living in communities all over New York State. She shares a common background with the people with whom she works, she knows and understands their problems; she responds naturally to their greatest need, and brings them hope.

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[1] Reiff, Robert and Frank Riessman. The Indigenous Nonprofessional, Community Mental Health Journal Monograph, 1965, Community Mental Health Journal, 2852 Broadway, New York, New York 10025. Price: $1.50.

APPENDIX A

SURVEY QUESTIONNAIRE

Name_____

County_____

Date_____

Programs for Low-Income People July 1961 - June 1967

Home Economics and 4-H Home Economics

Example: Donated Foods

1. Donated Foods
2. Food Stamp Program
3. Family Financial Management (budgets, credit)
4. Homemaker Service Type Programs--
   a) Teaching Homemaker (Family Service Aide)
   b) Other (please name sponsor)
5. Migrant Family Programs
6. Parent Programs (Head Start or Day Care)
7. Public Housing Programs--
   a) Housekeeping and/or storage, only
   b) Home economics, consumer education
   c) 4-H--home economics
8. School Programs--
   a) Adult Basic Education
   b) 4-H--home economics
9. Other--(please add any not listed, and specify 4-H or home economics)
   a) Church group
   b) Neighborhood group
   c) Salvation Army group
   d)
   e)
   f)
   g)

(1) Taught professionals of other agencies and organizations		(2) If checked in col. (1) check 1 of cols. below	(3) Taught employed sub-professionals		(4) If checked in col. (3) check 1 of cols. below	(5) Taught volunteer lay leaders who will teach others		(6) If checked in col. (5) check 1 of cols. below	(7) Taught groups of women or youth directly		(8) If checked in col. (7) check 1 of cols. below
Check if done at any time beginning July 1961		Discontinued	Check if done at any time beginning July 1961		Discontinued	Check if done at any time beginning July 1961	X	Discontinued	Check if done at any time beginning July 1961		Discontinued
	X	Continuing			Continuing			Continuing			Continuing
		Started in 1966-67			Started in 1966-67		X	Started in 1966-67			Started in 1966-67

(9)	(10)			(11)	(12)			(13)	(14)				
Distributed supporting publications	If checked in col. (9) check 1 of cols. below			Served on advisory committee	If checked in col. (11) check 1 of cols. below			If any work was done on these programs between July 1966 - June 1967, please estimate the number of work days spent on each for this one year period.	If you checked any of the columns numbered (1), (3), (5), (7), (9), or (11) to your left, please indicate for each column checked what you feel should be done about that activity. Do this by entering the number of each column checked, namely, (1), (3), (5), (7), (9) or (11) in the appropriate column below. (You may have more than one number per column.) Make your judgment on the basis of Extension time and money available.				
									For those continuing or started in 1966-67				For those discontinued
Check if done at any time beginning July 1961	Discontinued	Continuing	Started in 1966-67	Check if done at any time beginning July 1961	Discontinued	Continuing	Started in 1966-67		Continue about as is	Expand	Reduce	Discontinue entirely	Should be renewed
X	X							12	(1)		(5)		(9)

APPENDIX B

COUNTY MAP OF NEW YORK STATE

New York

ST.LAWRENCE
FRANKLIN
CLINTON
ESSEX
JEFFERSON
LEWIS
HAMILTON
WARREN
WASHINGTON
OSWEGO
ONEIDA
HERKIMER
FULTON
SARATOGA
NIAGARA
ORLEANS
MONROE
WAYNE
ONONDAGA
GENESEE
ERIE
ONTARIO
CAYUGA
MONTGOMERY
SCHENECTADY
RENSSELAER
WYOMING
LIVINGSTON
MADISON
OTSEGO
SCHOHARIE
ALBANY
YATES
CORTLAND
CHENANGO
STEUBEN
SENECA
GREENE
COLUMBIA
CHAUTAUQUA
CATTARAUGUS
ALLEGANY
TOMPKINS
DELAWARE
SCHUYLER
TIOGA
CHEMUNG
BROOME
ULSTER
DUTCHESS
SULLIVAN
ORANGE
PUTNAM
WESTCHESTER
ROCKLAND
BRONX
NEW YORK
QUEENS
NASSAU
SUFFOLK
KINGS
RICHMOND

APPENDIX C

DEFINITION OF STANDARD METROPOLITAN STATISTICAL AREA

Definition of Standard Metropolitan Statistical Area

Tables 1 and 2 have identified urban counties as those 17 counties in the state designated as Standard Metropolitan Statistical Areas in The New York State Statistical Yearbook--1967. That publication defines Standard Metropolitan Statistical Area as a "county or group of contiguous counties which contain at least one central city of 50,000 population, or more, or twin cities with a combined population of at least 50,000. Other counties are designated S.M.S.A. if, according to certain criteria, they are essentially metropolitan in character, and socially and economically integrated with the central city."

The S.M.S.A. in New York as defined by the 1960 Census of Population were as follows:

Albany, Schenectady, Troy--Albany, Rensselaer, Saratoga and Schenectady Counties (4)

Binghamton--Broome County (1)

Buffalo--Erie, Niagara Counties (2)

New York City--Nassau, Rockland, Suffolk, Westchester Counties (4)

Rochester--Monroe County (1)

Syracuse--Madison, Onondaga, Oswego Counties (3)

Utica, Rome--Herkimer, Oneida Counties (2)

According to the above designations, 17 urban counties are included in this report. The total number of counties to furnish data for the survey was 51. Thus, exactly one third of the counties included in the survey were urban (17) and two thirds (34) were rural. Although rural counties outnumbered urban two to one, the total number of home economists employed in the two groups was found to be almost equal. Calculations made to determine the number of full-time home economists (or equivalent) employed during the period July 1, 1966 to June 30, 1967 revealed that urban counties employed a total of 52 home economists and, rural counties, 50 for carrying adult program responsibilities during that fiscal year.

APPENDIX D

PARTIAL LIST OF AGENCIES COOPERATING ON LOW-INCOME PROGRAMS

A Partial List of Cooperating Agencies

Adult Basic Education
AFL-CIO Labor Councils
American Red Cross
Carver Center
CAP Agencies
Catholic Charities
Churches
Child and Family Service
Child Welfare Department
City-County Youth Boards
Community Services Society
County Council of Churches
Departments of Public Health
Departments of Social Services (Welfare)
Family Service Agencies
Human Relations Council
Human Rights Commission
Health Guides
Head Start Parent Groups
Homemaker and Home Health Aide Council
Indian Agencies
Job Corps
Laubach Literacy
League of Women Voters
Legal Aid Societies
Library Associations
Manpower Development
Mental Health Associations
Migrant Agencies
Ministers' Associations
Neighborhood Centers
Neighborhood Youth Corps
Neighborhood Groups--general
OEO
Parole Officers
Public Health Nurses
Public Housing Directors
Public Housing Associations
Puerto Rican Development Agency
Salvation Army
School Nurses
Service Clubs--assorted
Senior Citizens
Settlement Houses
Urban Leagues
U.P.A.C.A.
Uplift
Vista
Visiting Nurse Associations
Well Baby Clinics
YMCA
YWCA
YWCA--Job Corps

APPENDIX E

4-H HOME ECONOMICS PROGRAMS FOR DISADVANTAGED YOUTH: 1966-67

4-H Home Economics Programs for Disadvantaged Youth 1966 - 1967

At the time the survey of low-income programs was being planned, a serious attempt was made to design the questionnaire so that all home economics programs, both adult and youth, would be reported. However, few 4-H home economics programs were mentioned. Data collected at that time follows.

Programs reported by all counties	Number of counties reporting 1961-67	Number of counties reporting 1966-67	Workdays spent during 1966-67
Public Housing Tenant Programs			
4-H home economics, general	6	4	268
School Programs			
4-H home economics, general	7	7	34
		Total	302

The total of 302 workdays reported for 4-H programs was deducted from the total time spent on low-income work when calculations were made to determine the percentage of total time spent by Extension home economists on low-income programs and related activities during the program year 1966-67.

Brief summaries of the major 4-H programs in operation during the years 1966, 1967 were obtained from another source and are recorded below:

Clinton (rural audience)--In the on-going 4-H program, 27% of the 4-H members are from low socio-economic families. In 1966, a 4-H home economics club was organized in a rural "pocket of poverty" community with the cooperation of the County Welfare Department and the Director of the Neighborhood CARE Center. A beginning class of 30 girls, starting with elementary projects in the field of textiles and clothing, later developed into an adult sewing class sponsored by the CARE Center.

Erie (urban audience located in Buffalo, inner-city public housing project)--The program which was started in 1964 had expanded by 1967 to two other areas of Buffalo. Programs in

food and nutrition and in textiles and clothing were particularly popular with these youngsters. Some interest was shown in home improvement project work, but attempts with child care and management programs were not successful. In one high school in a low-income area, a special job readiness program was conducted for high school girls. Food and nutrition and textiles and clothing work, included as a part of this program, gave emphasis to the relationship of appearance and health to securing and keeping a job. Special learning experiences were directed toward school dropout and youth employment problems. Similar training programs were offered to adults in the hope that they might develop competencies as leaders of youth groups. Such people are extremely scarce in low-income areas--rural and urban.

Monroe (urban audience, City of Rochester)--Basic projects in food and nutrition and in textiles and clothing were regularly offered in cooperation with the Economic Opportunity Committee at inner-city neighborhood houses. A special summer program in 1966 introducing "Foods--Let's Begin" reached 175 girls.

Onondaga (mainly urban audience, City of Syracuse)--Projects in food and nutrition, textiles and clothing, home improvement, home management, and child care have been offered. For teenage girls a special "Charm Club" gave emphasis to health habits, cleanliness, grooming, and appearance. Wise buying and other aspects of money management have been given special emphasis.

Orange (urban audience)--Elementary foods and clothing work has been done with girls in a public housing project in Middletown. In 1967, nearly 30 high school youth (not low-income) of Goshen and Middletown were trained to serve as program aides in local Head Start programs. Child Care IV materials were tested to determine their value in educational programs of this kind (working with children in groups).

Oswego (rural and urban audience)--In 1966 case workers of the County Welfare Department assisted in recruiting an audience for a series of home economics workshops. Ten workshop sessions were conducted covering canning and freezing, furniture repair, care and adjustment of the sewing machine, mending, and comparison shopping. The response to the plan for mother-daughter attendance was excellent. In some cases, a grandmother rather than the mother attended with a teenage girl. Written 4-H program aids in beginning sewing and the new "Foods--Let's Begin" project have been made available to area schools for use in special education classes for retarded children.

Otsego (1966--rural and city audiences)--A special series of meetings on money management was conducted for about 110 youth in the Neighborhood Youth Corps program.

St. Lawrence (rural audience, with large numbers enrolled in the regular 4-H program)--In 1965, work was started in cooperation with a school for a group of "slow learners" in a rural low-income community. Elementary food and nutrition and textiles and clothing projects which were offered were found to require considerable adaptation for this group. Special efforts have also been made with two groups in depressed rural communities, one a mining community. At the start, the children were interested only in handicraft work, but gradually became interested in clothing work. Older 4-H members served as junior leaders with these two groups. In 1966, VISTA workers assisted in organizing additional groups.

Ulster (urban audience, City of Kingston)--Beginning textiles and clothing, food and nutrition, a home management project ("Suds Your Duds"), and a home improvement project ("Start and Go"), have been offered. Basic skills in using a sewing machine were taught through the "Know Your Sewing Machine" program in 1966. A close working relationship has been established with the area chairmen of the community committee for youth involvement.

Warren (rural and urban audience)--For over ten years 4-H personnel have been working with 300 to 400 low-income youth in 4-H clubs all over the county. In 1965, they cooperated with the Youth Employment Service in training girls (14 to 15 years of age) in the City of Glens Falls for part-time employment in child care and household tasks. In 1966, they experimented with a community project group in one community offering programs in food and nutrition and textiles and clothing.

APPENDIX F

Suggested Basic Training Program for Aides - A Possible Model

Suggested Basic Training Program for Aides --A Possible Model

Basic training period--four weeks (20 days/four hours per day)

In-service study and reporting sessions weekly for the duration of the program.

Unit I Orientation--Program Overview

- Introduction
- Program objectives--people to reach, work to do
- The job of an Extension Aide
  - . specific expectations clearly defined
  - . responsibilities, opportunities, wages and benefits
  - . schedules, procedures, record keeping
  - . training--basic and continuing
- Working relationships with professional staff, supervisors, other agency personnel, participating homemakers

Unit II Understanding People

- Cultural differences, family traditions, values, goals, needs, problems
- How adults learn
- Children's and teenagers' needs and concerns
- Elderly persons and/or physically handicapped people --their needs, their abilities

Unit III Housing and Home Management

- Room design and arrangement, furniture and furnishings
- Cleaning the house, tools and cleaners
- Laundry products, time-saving methods
- Time and energy management for a personal schedule
- Home safety and accident prevention, emergency procedures
- Family health and sanitation, control of insects, vermin, and rodents.

Unit IV Money Management and Credit

Purchasing food for the family
- . cultural patterns, food habits
- . nutritional needs of family members
- . meal planning, preparation, use of government food programs, wise buying
- . safe storage of foods

Clothing for family members
- . shopping wisely, comparing fabrics
- . sewing and mending
- . characteristics and care of fabrics

Spending plans
Credit, shopping for credit, contracts

Unit V Knowing Community Resources

Health resources for families and children
Social services for families
Legal aid
Educational, recreational, cultural facilities and services
New York State Employment Service
Police, fire, emergency services and numbers to call

Other home economics subject matter to be added as appropriate during basic training and in-service periods.

APPENDIX G

Selected Implications from Evaluation of Three Homemaker Programs

Selected Implications from Evaluations of Three Teaching Homemaker Programs[1]

1. Indigenous women can be recruited and effectively trained to teach home economics subject matter to women who have had limited opportunities.

2. Participants in study groups or taught alone in their homes will make significant progress in home economics knowledge and will find this knowledge is useful to them.

3. The performance of participants on the pre-test indicates that a large percentage of them already knew answers for about one third of the items. Those responsible for determining lesson content should use advisory groups to plan curriculum according to participants' needs, with clearly stated objectives in terms of those needs.

4. The value of printed publications for participants is questionable unless they are directly related to information given in a person-to-person contact. Lesson materials should be simply written and attractive looking.

5. Participants showed considerable appreciation for their learning experiences and a real interest in further (group) study.

6a. While aides made significant progress during the training period, their record on the pre-test of their knowledge of the subject matter taught showed that they were rather knowledgeable on many aspects of the subject. This suggests that subject matter content should be more carefully planned, in the interest of efficient use of training time.

6b. Training needs to be intensified for aides since their knowledge, as tested, was not greatly ahead of that of the participants.

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[1] Alexander, Frank D. Evaluation of Family Service Program of Home Economics Division of Cooperative Extension, Clinton County, New York, Extension Study No. 15, September, 1967.

Alexander, Frank D. Evaluation of Selected Aspects of the Homemaking Service Program in the City of Rochester, New York, Extension Study No. 16, October, 1968.

Alexander, Frank D. Evaluation of Family Service Program of Home Economics Division of Cooperative Extension, Essex County, New York, Extension Study No. 19, November, 1968.

7. Aides were in a more favorable position than their participants on net family income and years of schooling completed, but in a less favorable position on these two characteristics when compared with the total county population. Thus, for two important characteristics, the aides were intermediate between participants and the general population--a good position for their role in teaching disadvantaged homemakers.

8. Aides indicated in their accounts of recruitment some need for training:

   a. In devising a better recruitment procedure (identification of needy families, clearly defined recruitment procedures, clearly defined relationships of aides to cooperating agencies, etc.)

   b. In meeting obstacles raised by persons visited for recruitment purposes, and in avoiding reliance on relatives as participants.

   c. In moving participants as rapidly as possible from person-to-person teaching situations in their own homes to group participation. This progression is a delicate matter, but should be recognized by aides as an important goal.

9. The problem of deciding what to teach is continuous and difficult. It would seem desirable for those planning curriculum to use advisory groups to determine needs of families served and then to state objectives clearly in terms of needs and develop study sessions relevant to these needs.

10. The extensive ownership of TV sets and radios among participants suggests that these channels of communication could be utilized for reaching low-income families.

11. One study in particular emphasized the lack of adequate records. Closer supervision of both teaching and attendance would improve the program. An adequate system of reporting home visits and attendance at meetings should be developed.

    As a minimum, each aide should provide her supervisor with a list of persons visited each week, the number of visits to each, and activities shared, also attendance records for each study group taught.

    In addition, as part of supervision, each aide should be asked to tape an account of her work during each week with at least five individuals. These taped accounts could be reviewed with the aides by the supervisor.

    Accounts would then be used by the home economist for guidance in further training. Several home visits or study group sessions of each aide should be visited each month by her supervisor who would use a rating form for observing the aide's performance. This form would be reviewed with the aide and then used as a guide for further training sessions.

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